



ENTRANCE AND EXIT POLICY.

(Risk Assessment)

Document Control			
Organisation	Everyday Lessons	Document Title	Risk Assessment - Entrance and exit policy
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1. Purpose and Scope

The purpose of this Policy and Procedure is to ensure the safe, orderly and efficient arrival and departure of all learners attending Everyday Lessons. It sets out the responsibilities of staff, learners, parents/carers and visitors to help minimise risk and maintain a safe environment at the beginning and end of each session.

This policy applies to all learners, staff, volunteers, visitors and parents/carers involved in the arrival and collection process. All staff are responsible for implementing this procedure consistently and ensuring that expectations are clearly communicated to learners and parents/carers. By working together, we aim to safeguard all learners, promote their wellbeing and ensure that arrivals and departures are managed safely and effectively.

Linked documents: This entrance and exit risk assessment should be read alongside risk assessment, safeguarding procedures, health and safety procedures, venue-specific risk assessments, attendance procedures, behaviour procedures, online safety arrangements and individual learning plans or individual risk assessments for learners.

2. Risk Rating Method

The following table will be used to identify and rate risks where needed.

Risk Level	Meaning	Required Action
Low	Harm is unlikely or would usually be minor.	Maintain existing controls and monitor during routine checks.
Medium	Harm could occur if controls are not followed or monitored.	Apply controls consistently, monitor regularly and review after concerns or incidents.
High	Serious harm, safeguarding concern or significant disruption could occur.	Immediate control measures, management oversight and review before activity continues where necessary.

3. Risk Assessment Table

Activity / Area	Hazard	Who May Be Harmed	Risk	Control Measures	Further Actions / Guidance
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Learners arriving	Late students	Learners.	MED	Learners are considered late after 10 minutes. Staff contact parents/carers and emergency contacts. Escalation follows safeguarding procedures and contractual requirements.	Record all actions. Inform DSL if safeguarding concerns arise.
Learners arriving	Learner not met at the entrance	Learners. Public.	MED	Staff member stationed at the entrance 15 minutes before the session begins. Learners directed safely into the building.	Ensure staff cover is maintained if the designated member of staff is absent.
Learners arriving	Unauthorised person entering the building	Learners Staff	HIGH	Entrance supervised. Visitors challenged politely, sign in, wear visitor badge and remain supervised.	Where sessions take place within shared community venues, arrival times are planned to minimise interaction with members of the public. Staff supervise access throughout learner arrival. Report suspicious behaviour immediately to the DSL or emergency services if required.
During session	Learner leaves the classroom without permission	Learner	HIGH	Staff supervision maintained. Learners must seek permission to leave the room.	Follow missing learner procedure if necessary.
Collection	Unauthorised adult attempts to collect learner	Learner	HIGH	Learners released only to authorised adults with pre agreed password or where written permission for independent travel has been received.	Contact parent/carer immediately. Do not release learner until identity is confirmed.
Collection	Parent/carer late collecting learner	Learner. Staff	MED	Learner remains supervised. Parents contacted using emergency contact details.	Escalate in accordance with safeguarding procedures if collection is significantly delayed.
Identification	Learner not wearing lanyard	Learners. Staff.	LOW	Lanyards issued during registration and returned at sign out.	Staff remind learners to wear identification where required.

Emergency	Fire alarm or evacuation during arrival/collection	Learners. Staff. Visitors/public.	HIGH	Staff follow Fire Evacuation Procedure and take attendance register to assembly point.	Complete headcount and report missing persons immediately.
Arrival/collection	Aggressive or abusive parent/visitor	Learners. Staff. Visitors/public.	HIGH	Staff remain calm, maintain a safe distance and do not engage in confrontation. Learners are moved away from the situation where possible. Access to the premises may be refused if behaviour poses a risk.	Notify the Designated Safeguarding Lead (DSL) and senior member of staff immediately. Contact the police if there is a risk of harm or a breach of the peace. Record the incident.
Arrival/collection	Missing learner / learner fails to arrive as expected	Learner.	HIGH	Attendance register checked promptly. Parents/carers and emergency contacts contacted in line with the Late Arrival Procedure.	Escalate according to the learner's level of risk, safeguarding needs and contractual requirements. Inform the referring school, local authority or commissioning body where appropriate. The DSL will determine whether Children's Social Care or the Police should be contacted. Record all actions taken.
Arrival	Learner refusing to enter the building	Learner. Staff.	MED	Staff member approaches the learner calmly, offers reassurance and attempts to understand the reason for refusal without using force or coercion.	Inform parents/carers where appropriate. Escalate to the DSL if there are safeguarding or welfare concerns. Record the incident and any agreed support strategies.
Arrival	Learner appears to be under the influence of drugs or alcohol	Learners. Staff. Visitors/public.	HIGH	Learner is supervised by staff and not permitted to participate in practical activities until assessed. Staff do not leave the learner unsupervised.	Inform the DSL immediately. Parents/carers (where appropriate) will be contacted, and medical assistance sought if required. The incident will be managed in

						accordance with the Safeguarding, Substance Misuse and Health & Safety Policies.
Arrival / Departure	Safeguarding disclosure made during arrival or departure	Learner	HIGH		Staff listen without judgement, reassure the learner appropriately and do not promise confidentiality. The learner is taken to a private, safe space where appropriate.	Report the disclosure immediately to the DSL and complete a written safeguarding record before the end of the working day. Follow the Everyday Lessons Safeguarding and Child Protection Policy and KCSIE guidance.
Arrival	Learner experiencing anxiety, emotional distress or emotionally based school avoidance (EBSA)	Learner	HIGH		Staff greet learners calmly, offer reassurance and use agreed de-escalation or transition strategies. Learners may access a quiet space if appropriate.	Inform the DSL where concerns arise. Record significant incidents and review individual support plans where necessary.
Arrival/Departure.	Learner with additional needs requiring individual support	Individual learner	MED	HIGH	Individual Risk Assessment, EHCP or Support Plan followed. Reasonable adjustments implemented.	Review arrangements with parents/carers and professionals where necessary
Arrival	Unknown adult attempting to engage with learners outside the venue	Learners	HIGH		Staff supervise arrivals and challenge unfamiliar adults if appropriate. Learners encouraged to report concerns immediately.	Report concerns to the DSL and Police if there is an immediate safeguarding risk.
Arrival/During	Learner arrives with an injury or becomes unwell on arrival	Learner	MED		Staff carry out an initial welfare check and provide first aid if appropriate.	Record in the accident book and contact parents/carers if required. Escalate to emergency services if necessary.

Dynamic Risk Assessment

Staff are expected to continuously assess risks throughout each session. Where new hazards or safeguarding concerns are identified, staff will take immediate action to reduce the risk, inform the Designated Safeguarding Lead where appropriate, and record any significant incidents in accordance with Everyday Lessons' safeguarding procedures.

Reasonable adjustments

Reasonable adjustments will be made for learners with SEND, disabilities, medical conditions or other additional needs to ensure arrival and departure arrangements remain safe and accessible.

Staff communication devices.

At least one member of staff supervising arrivals and departures will have immediate access to a mobile phone or other communication device in the event of an emergency.

4. General Control Measures

To ensure the safety, security and wellbeing of all learners, Everyday Lessons will implement the following arrival and departure procedures:

- A designated member of staff will be positioned at the main entrance at least **15 minutes before the scheduled start of each session** to welcome learners, supervise arrivals and monitor access to the premises.
- A second member of staff will remain inside the learning environment to supervise learners as they arrive and ensure appropriate staff-to-learner supervision at all times.
- Upon arrival, all learners will:
 - Be welcomed into the classroom.
 - Sign the daily attendance register.
 - Be issued with, and wear, an Everyday Lessons identification lanyard for the duration of the session where applicable.
- Staff will confirm collection arrangements with parents/carers where required. Any changes to the usual collection arrangements must be communicated to staff by the parent/carer before the end of the session and recorded appropriately.
- Learners will only be released to:
 - Their parent/carer with an agreed password.
 - An authorised adult identified by the parent/carer with an agreed password.
 - Independently, where written permission has been provided in advance by the parent/carer (where appropriate to the learner's age and circumstances).
- At the end of each session, learners will:
 - Sign out using the attendance register.
 - Return their identification lanyard.
 - Leave the premises in accordance with their agreed departure arrangements.
- Staff will remain on site until all learners have been safely collected or have left in accordance with the agreed arrangements.
- Any concerns relating to a learner's collection, a delay in collection, unauthorised collection, or any safeguarding concerns will be managed in line with the Everyday Lessons Safeguarding and Child Protection Policy and reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.
- All visitors must sign in on arrival and sign out before leaving the premises.

5. Late and Safeguarding Response

Late Arrivals

A learner will be considered late if they have not arrived within 10 minutes of the scheduled session start time and no prior notification has been received.

Where a learner is absent without explanation, a member of staff will make reasonable attempts to contact the learner, their parent/carer (where appropriate), and all emergency contacts recorded on the learner's file to establish their whereabouts and ensure their welfare.

If staff are unable to make contact, the matter will be escalated in accordance with the level of risk, the learner's individual circumstances, and the requirements of the relevant funding or commissioning contract.

Examples include:

- School referrals: The referring school will be notified promptly, and, where appropriate, the local authority, social worker, attendance officer or other professionals involved with the learner may also be informed.
- Holiday Activities and Food (HAF) Programme: Attendance concerns will be managed in line with HAF programme expectations and contractual requirements. Whilst some non-attendance is anticipated within the programme (30% drop out), unexplained absences will still be recorded and followed up appropriately where safeguarding concerns exist.
- Local Authority or commissioned programmes: The relevant commissioning organisation (e.g. Wigan Council) will be informed where required under contractual arrangements or where there are concerns regarding the learner's welfare.

Where staff have reason to believe that a learner may be at immediate risk of harm, is missing, or there are significant safeguarding concerns, the Designated Safeguarding Lead (DSL) will be informed immediately. The DSL will determine the appropriate course of action, which may include contacting Children's Social Care, the Police, or other relevant agencies in accordance with the Everyday Lessons Safeguarding and Child Protection Policy.

All attempts to make contact and any actions taken will be recorded and retained in line with Everyday Lessons' safeguarding and record-keeping procedures.

6. Lanyard Identification System

To support safeguarding, supervision and the identification of individuals within the learning environment, Everyday Lessons operates a colour-coded lanyard system.



Lanyard Colour	Issued To	Purpose
Green	Staff	Identifies authorised members of staff responsible for the supervision, safeguarding and support of learners.
Yellow	Learners	Identifies registered learners attending the session and confirms they have signed in and are authorised to be on site.
Pink	Visitors	Identifies authorised visitors to the learning environment. Visitors must sign in, wear their visitor lanyard at all times and remain supervised by a member of staff unless otherwise authorised.

All lanyards must be worn visibly whilst on the premises and returned at the end of the session where applicable. Any individual not wearing the appropriate identification may be challenged by staff to ensure the safety and security of all learners, staff and visitors.

Lost or missing lanyards must be reported to a member of staff immediately and replaced as soon as practicable.

7. Responsibilities

Role	Responsibilities
Head of Centre / Management Team	Ensure this risk assessment is implemented, reviewed and updated. Confirm staff understand their responsibilities and that actions from reviews are completed.
Designated Safeguarding Lead / Deputy DSL	Receive, record and act on safeguarding concerns. Provide advice to staff and ensure concerns are escalated in line with safeguarding procedures.
Teaching Staff / Tutors	Implement control measures, supervise learners, complete registers, report hazards and incidents, follow safeguarding procedures and maintain professional boundaries.
Learners	Follow safety instructions, behave appropriately, use online platforms responsibly and report hazards, concerns or incidents to staff. Learners may also be responsible for reporting their own absence depending on age.
Parents / Carers for learners under 18	Support attendance, collection arrangements, online safety and communication with Everyday Lessons where concerns arise.

8. Review and Monitoring

This document will be reviewed annually, or sooner if there is a significant change in delivery, venue, staffing, learner needs, legislation, statutory guidance or organisational procedures.

It must also be reviewed after any accident, near miss, safeguarding concern, missing learner incident, serious behaviour incident, complaint, online safety incident, data breach or newly identified hazard.

Actions arising from reviews must be recorded, allocated to a responsible person and followed up within an agreed timescale. High-risk actions should be addressed before the next session wherever reasonably practicable.

Review Trigger	Review Required	Responsible Person	Timescale
Annual review date reached	Full review of risk assessment, controls, responsibilities and linked procedures.	Management / nominated health and safety lead	By review date
New venue or significant venue change	Venue-specific risk assessment and session checks completed before use.	Management / tutor	Before delivery starts
New activity, equipment, product or treatment	Activity-specific risk controls, COSHH information and staff competence reviewed.	Management / tutor	Before activity starts
Accident, near miss, safeguarding concern or complaint	Investigate, update controls if needed and record actions.	Management / DSL where relevant	As soon as practicable
Updated legislation, HSE guidance, safeguarding guidance or organisational procedure	Check whether the risk assessment or staff briefing needs updating.	Management	Promptly after change identified

9. Legislation and Guidance

- **Health and Safety at Work etc. Act 1974** – duties relating to the health, safety and welfare of employees, learners and others affected by activities.
- **Management of Health and Safety at Work Regulations 1999** – requirement for suitable and sufficient risk assessments and safe systems of work.
- **Regulatory Reform (Fire Safety) Order 2005** – fire safety arrangements, fire risk assessment and emergency procedures.
- **Children Act 1989 and Children Act 2004** – safeguarding and promoting the welfare of children.
- **Education Act 2002** – duties relating to safeguarding and safe learning environments.
- **Keeping Children Safe in Education** – statutory safeguarding guidance for schools and education settings, applied as relevant to the provision.
- **Equality Act 2010** – requirement to consider equality, inclusion and reasonable adjustments.
- **Data Protection Act 2018 and UK GDPR** – requirements for lawful, secure and appropriate handling of personal data.
- **Control of Substances Hazardous to Health Regulations 2002** – requirements for assessing and controlling risks from substances, including beauty products, cleaning chemicals and treatment-related products.
- **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013** – requirements for reporting specified serious workplace injuries, diseases and dangerous occurrences where applicable.
- **Health and Safety (First-Aid) Regulations 1981** – requirements for suitable first aid arrangements in the workplace.
- **Relevant government, safeguarding and HSE guidance** – used to inform safe classroom, online learning and learner supervision arrangements.
- **HSE classroom and education guidance** – supports proportionate risk management, classroom checks and sensible precautions for education settings.

10. Action Plan and Sign-Off

Action Required	Priority	Responsible Person	Target Date	Completed / Evidence